The Evaluation of the Medicine Hat Model for Teacher Supervision and Evaluation

Executive Summary

Myrna L. Greene

Alberta

91-04043/

Please Note

The views and recommendations expressed in this report are the views of the researchers and not necessarily those of the Department of Education.

The Evaluation of the Medicine Hat Model for Teacher Supervision and Evaluation

Executive Summary

Myrna L. Greene
Project Director

Prepared for the Medicine Hat School District No. 76
under contract to Alberta Education, Edmonton, Alberta

Project Team Members

1986-89

Richard L. Butt
H. Mel Fisher
Myrna L. Greene
Pamela S. Loewen
Michael J. Pollard
Carillon R. Purvis
Ritchie G. Whitehead

1986-87

Carolie J. Coates
Julie L. Ellis
Greg J. Rohovie
David G. Smith

Alberta. Alberta Education.
The evaluation of the Medicine Hat Model for Teacher Supervision and Evaluation: executive summary.

ISBN 0-7732-0521-7

1. Educational surveys – Alberta. 2. Educational evaluation – Alberta.
3. Teachers – Alberta – Rating of. I. Title.

LB2822.75.A333 1990

Copyright © 1990, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Corporate and Fiscal Planning Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Permission is hereby granted by the copyright owner for any person to reproduce this report or any part thereof for educational purposes and on a non-profit basis.

ACKNOWLEDGEMENTS

The research/evaluation project team is indebted to many persons for their cooperation and assistance in the conduct of this research. Dr. Eric Mokosch, Dean of Education at the University of Lethbridge, provided support and facilitated the activities of the team in the context of their roles as university faculty members. We wish also to thank our observers, coders and transcribers who assisted with data collection and analysis, and a special thank you to Beulah Sinclair and Isabel Groves for their assistance throughout the project.

The Superintendents of the Medicine Hat School District #76, Dr. Ken Sauer and Dr. Harold Storlien, ensured cooperation from the School District and made the work of the research team considerably smoother than it might otherwise have been. We owe a great debt to Mr. Les Omotani, Project Director, for his immeasurable assistance in arranging for and facilitating our work in the schools, with individuals and with specific data collection procedures. We are grateful as well to the members of the Steering Committee for their feedback, advice and support.

Finally, we wish to thank all of the teachers and administrators who participated in the research. They gave their time, their opinions, their suggestions and their assistance with unfailing good humor and cooperation, in spite of the heavy demands on their time. They prepared videotapes, completed questionnaires, allowed us into classrooms, participated in interviews, recorded in their journals and chatted with us informally, all in a spirit of cooperation and support. Without them this study could not have been completed.

ABSTRACT

The purpose of this three year research evaluation project was to describe and assess the impact of the implementation of a Model for Teacher Supervision and Evaluation in the Medicine Hat School District #76. The Model was intended initially to provide training and practice in supervision for all District teachers and administrators with a view to developing a defensible evaluation and supervision system that would enhance teaching and learning in the schools. Using a variety of methods including classroom observations of teachers and students, analysis of videotaped conferences, questionnaires, formal and informal interviews and in-depth case studies, the researchers examined the effects of the Model on teacher and student behaviors and perceptions, the implementation and evolution of the Model, and its impact on District policies, practices and culture.

Although three years is a short time in which to expect major observable changes in a project of this magnitude, the Model has had a significant positive impact on district evaluation policies and practices, on the quality and quantity of teacher observations and visitations, on conferencing behaviors and in enhancing feelings of professionalism. The research/evaluation report describes factors which facilitated or hindered the success of the Model in various contexts and describes situations in which the changes have become an integral part of the District culture and which could serve as a model for others attempting innovations of this nature. The Medicine Hat project continues to grow and evolve in positive directions. It will be worth revisiting the project in the future.

TABLE OF CONTENTS

PAGE

LIST OF FIGURES ---------- vi

PREFACE ---------- vii

The Model for Supervision and Evaluation ---------- 1

Purposes and Intentions of the Model ---------- 2
Implementation of the Model ---------- 3

The Research/Evaluation Project ---------- 4

Purposes of the Research/Evaluation Project ---------- 4
Research Design ---------- 5

Evaluation of the Model ---------- 7

Achievement of the Model's Goals ---------- 7
A Defensible Supervision and Evaluation System ---------- 7
More Teacher Observations ---------- 9
Improved Teaching Performance ---------- 9
Students Feeling More Positive and Learning More ---------- 10
The Development of a Supportive, Sharing Culture and the Evolution of a Profession ---------- 10

Factors Enhancing or Hindering Success ---------- 12
Contextual Factors ---------- 12
Individual Factors ---------- 14
Model-Related Factors ---------- 15

Results of Specific Research Questions ---------- 18
Impact of the Model on Teacher Behaviors ---------- 18
Impact of the Model on Student Achievement and Behaviors ---------- 20
Impact of the Model on Conferencing Behaviors ---------- 21
Implementation and Implications of the Model ---------- 22

Future Directions ---------- 25

Recommendations for the Medicine Hat School District ---------- 26
Celebrating Successes ---------- 26
Capitalizing on Beginnings ---------- 27
Nurturing the Possible ---------- 28

Advice to Other School Districts ---------- 28

Suggestions to Alberta Education ---------- 29
Suggestions for Further Research ---------- 30

Concluding Statement ---------- 31

LIST OF FIGURES

FIGURE		PAGE
1	Data Collection Procedures	6
2	Factors Influencing Success of Model Implementation	13
3	All Participants' Observed Skill Scores Over Time	19
4	Percent Duration of Supervisor Conferencing Behavior Comparing an Untrained Group to Medicine Hat 1988-89 Participants	23

PREFACE

by

the Medicine Hat School District #76 (May, 1990)

The Medicine Hat Model for Teacher Supervision and Evaluation is a collaborative process of teachers and administrators working together to improve the effectiveness of teaching practice and the quality of student learning. The Model is based upon the belief that all teachers in Medicine Hat School District #76 are motivated towards the ongoing improvement of instruction and the delivery of high quality educational experiences for each child. These teachers prefer to engage actively and thoughtfully in this improvement project.

The Medicine Hat Model incorporates Peer Coaching, Supervision and Evaluation activities. The most significant distinction for each of these activities is the purpose, type of reporting and relationships of those involved. Essentially the processes used to conference, gather data and provide feedback are the same in each activity. A handbook detailing the relationship that exists among each of these activities has been developed and is available from the system.

The Process of Supervision and Evaluation

Preamble

A sound and defensible system of teacher supervision is necessary if teachers are to remain in charge of their own professional growth and careers. The model for this project is based on a process of ongoing, supervisory cycles that consist of pre-conferences, observations and post-conferences. The active participation of the teacher in all stages of the process is fundamental to the success of the model.

It is assumed that where sound, ongoing supervisory cycles exist, then defensible

and effective evaluations will result. Teacher evaluation is best performed when the teacher and evaluator work in an environment of trust, support and clearly defined procedures.

Ideal supervisory practices will be achieved when teachers involve themselves voluntarily in supervisory cycles with their peers for purposes of mutual professional development and improvement of instruction.

Procedures

There are four recognizable stages of a supervision cycle. These are the following:

1. The Pre-Conference

   The pre-conference is the formal manifestation of the belief that supervision is a process that starts with the teacher's agenda. Observation with data collection is most useful and legitimate when carried out with an understanding of the original intent as mutually defined by the teacher and the supervisor.

2. The Observation

   The second phase of supervision is for the collection of accurate, useful and meaningful data. In order for data to be meaningful and useful, it must provide information that the teacher needs to know.

   In addition, such data must accurately describe significant teacher and student behaviors as identified by the research regarding effective instructional practice.

3. Data Analysis and Interpretation

   To be effective information must be presented in a simple yet persuasive manner. The information must be meaningful to the teacher and the supervisor.

4. The Post-Conference

   The post-conference allows the teacher the opportunity to review the persuasive data presented by the supervisor. The supervisor's role is to assist the teacher in understanding and interpreting the data. The supervisor encourages the teacher to probe for greater insight, to affirm self-identified strengths and to identify new opportunities for risk-taking and growth.

   The teacher is "coached" by the supervisor to identify additional aspects of teaching that can be practiced, observed and analyzed.

When teachers are involved in consecutive cycles, adaptations of these stages occur. Firstly, discussion often occurs before the pre-conference to determine details such

as time and place. These discussions are often informal, or simply become part of the ongoing dialogue between two colleagues. Secondly, if another cycle is to follow soon after the post-conference, then part of the post-conference in fact becomes the pre-conference for the next cycle.

This arrangement of teacher and supervisor working together in an environment of trust is truly a symbiotic relationship. Each member of the partnership grows in professional performance and stature. The resulting growth and change in teaching performance benefits students.

The process of supervision is an ongoing rather than isolated activity. This is consistent with the research literature that describes how teachers strengthen their ability to provide high quality instruction to students. Evaluation practices will arise from these supervisory processes. While the end results will differ, the procedures will be the same.

Our Vision

We believe that sound supervision and evaluation practices are an integral part of the process by which teachers and administrators can work cooperatively towards improving the effectiveness of our teaching practices.

The Medicine Hat Model and our system culture reflect our way of doing things, by being based upon attitudes of openness, trust, and respect. We act in ways that demonstrate the value of all individuals and their contribution to our system, our pursuit of excellence, our commitment to partnerships, and our pride in and recognition of our successes.

The successful implementation of the Model for Teacher Supervision and Evaluation will help good teachers to become even better teachers. Ultimately, all of our students will benefit from this improved effectiveness.

Our Beliefs

We are good teachers.

We want to improve our teaching.

We are willing to assist each other to achieve this improvement.

We can work together in a spirit of trust and support.

By supporting each other in our quest for quality and growth in our school district, we will become the best that we can be.

Optimism

"Continuous practice, feedback and collegial relationships are essential to enable even highly motivated persons to bring additions to their teaching repertoire through professional action".

Now perhaps more so than ever before, this type of supportive model is needed to uphold the sincere efforts of teachers to deliver high quality instruction to students.

Concluding Statement

The Medicine Hat Model for Teacher Supervision and Evaluation Project is one of the priority commitments by Medicine Hat School District #76 towards promoting and fostering quality education. The Model has now evolved to be known as the Medicine Hat Coaching, Supervision and Evaluation Program.

The planned implementation, in an ongoing fashion over a long period of time, will ensure that the basic tenets of the Model are incorporated into the total culture of the system. By expecting, respecting, and empowering all educators in Medicine Hat School District #76 to perform in this truly professional manner, the children in our charge will be well served.

THE EVALUATION OF THE MEDICINE HAT MODEL FOR TEACHER SUPERVISION AND EVALUATION EXECUTIVE SUMMARY

This *Executive Summary* is a summary of the *Evaluation of the Medicine Hat Model for Teacher Supervision and Evaluation: Final Report* (Greene et al., 1989) and condenses more than three years of intensive research and evaluation activity into approximately 30 pages. In addition to that portion of the research that is summarized in this document, an extensive review of the literature was conducted and is presented as Chapter 2 of the *Final Report.*

The Model for Teacher Supervision and Evaluation

Approximately ten years ago (in 1977), a number of the Medicine Hat School District administrators participated in an Outreach Program conducted by Dr. Jon Thorlacius of the University of Lethbridge, the purpose of which was to provide training and experience in clinical supervision processes. The expectation was that these administrators would continue to utilize the clinical supervision process in their supervisory and evaluative functions. Over the next seven years the frequency and quality of these practices depended almost entirely upon individual commitment and was sporadic at best.

During the 1984 - 85 school year, the District reviewed and revised its evaluation policies to ensure consistency with Alberta Education's Management and Finance Plan. Arising out of this review came a decision to develop and implement a model teacher supervision and evaluation training program for system personnel, school based administrators and teachers. In the spring of 1985, Dr. David Townsend, then employed by Alberta Education, was identified as an effective trainer and project consultant. At the June Administrators' Seminar, held at Cypress Hills, Saskatchewan, Dr. Townsend led participants through the proposed model and a discussion of the details of the project.

By September of 1985, the School District and the University of Lethbridge, Dr.

Townsend's current employer, had established a working arrangement whereby Dr. Townsend would act as the trainer and project consultant for the Model for Teacher Supervision and Evaluation Project. The school district superintendent, Dr. Ken Sauer, in consultation with the District's Administrative Council, identified 11 teachers and administrators who had demonstrated interest in teacher supervision to serve as the Project Steering Committee. The schedule of sessions was developed, financial implications were addressed, Board approval was reaffirmed and the Model for Teacher Supervision and Evaluation was underway.

Purposes and Intentions of the Model

The purposes or goals of the Model are not specifically explicated on paper. Simply stated, the original intention was to develop and implement an evaluation system based on credible research and employing the practices of a collegial supervisory process grounded in the principles of clinical supervision. It is apparent from the documents and the interviews that improving the teacher evaluation system was the initial underlying goal of the Model. However, many other benefits were anticipated from the Model. Those purposes listed below have been paraphrased from interviews during the first year of the research/evaluation project with those persons responsible for initiating and implementing the Model. Thus the following appear to be the major goals of the Model for Teacher Supervision and Evaluation:

1) a defensible supervision and evaluation system

> . . . based on integrating the existing research and what we know about good teaching practice . . . if you asked teachers to describe how they were being evaluated they would describe a process that reflects the stages of the model: pre-conferencing, the observation and the post-conferencing . . . .

2) the development of a supportive, sharing 'culture'

> . . . teachers expressing more open feelings . . . being prepared to risk a bit and have other people in their classrooms . . . a lot of sharing going on . . . where people are more willing to share with each other and help each other recognize that everyone has their strengths and everyone has their weaknesses and we can work

together to improve and do a better job and feel better about it as we are doing it.

3) more teacher observation

> . . . teachers being observed more frequently and the kind of material that goes into their files will be more positive, more objective and more related to what the teacher considers to be important; teachers will have greater involvement in and commitment to their own evaluations.

4) improved teachers' classroom behavior

> . . . teachers being more effective and feeling good about it.

5) students feeling more positive

> . . . they [students] will feel that the program being delivered to them is significant and meaningful . . . hopefully a change in student performance and student learning but that's difficult to do.

6) finally, perhaps, the "evolution of a profession".

Implementation of the Model

As stated earlier, a group of 30 to 40 administrators had attended an Administrators' Seminar in June of 1985, at which they received an introduction to the Model. These administrators plus department heads and administrators who had been unable to attend the June seminar became the A - B group of participants; each was paired with a teacher (the C D participants), and that group of approximately 120 teachers and administrators began training in September of 1985 and became the Model's first participants. At the same time all teachers in the system were invited to a one-hour orientation to the Model and received a document addressing questions and describing the procedures of the project. A training schedule was established for the A - D groups, and the Model was officially launched.

In the Fall of 1986 a new E - F group of approximately 50 teachers began their training with Dr. Townsend, who continued to provide the workshops for Model participants. In the Fall of 1987, 59 persons (the G - H groups) entered the project but the training was transferred to a group of teachers who became known as the Coaching Team. A final group of approximately 64 teachers (the I - J groups) began training with the Coaching Team in the Fall of 1988 making a total of about 290 teachers and administrators

(approximately 80% of the District staff) who at the time of this writing have participated in the Model in some form.

The Research/Evaluation Project

In the Spring of 1986 the Medicine Hat School District #76 determined that it would be important and beneficial to conduct research on the Model and to receive evaluative feedback during its implementation. It was also recognized that considerable resources would be required to conduct an evaluation of a project of this magnitude. Accordingly Alberta Education was approached to provide funding for a three-year research/evaluation project. The research proposal was developed initially by Alberta Education and the Medicine Hat School District #76, and the University of Lethbridge Faculty of Education, in particular Dr. Myrna Greene, was approached to conduct the evaluation.

Purposes of the Research/Evaluation Project

The contract negotiated between Alberta Education and the Medicine Hat School District #76, and subsequently modified slightly in consultation with the research team, specified five main questions to be addressed during the three-year research/evaluation project. These were:

1) What is the effect of the Model for Teacher Supervision and Evaluation Project on measurable student achievement outcomes?

2) Does the Model for Teacher Supervision and Evaluation Project cause measurable changes in

    a) teacher behavior?
    b) student behavior?

3) What measurable changes occur in supervisor and teacher conferencing behavior?

4) What are the implications of the change process as exemplified by the Model for Teacher Supervision and Evaluation Project?

    a) How was the implementation process perceived by project participants?
    b) What were the effects of the process on evaluation practices and policies?
    c) What are the implications of the change process and project outcomes for other

school jurisdictions?

5) What are the relationships between student achievement and selected teacher and student behavioral measures?

Research Design

Many of the research design features of the research/evaluation project were specified by the contract with Alberta Education. For example, the original sample size and configuration were predetermined, as were some data collection procedures such as classroom observations and the collection of students' standardized achievement test scores. In addition, the sample for the major part of the research/evaluation project was determined in the initial proposal design in the summer of 1986 to consist of 70 teachers and administrators, 35 of whom were to begin their supervision training in the Fall of 1986; the other 35 had begun their training in the Fall of 1985.

In addition to the data collection procedures specified in the contract a number of others were added by the researchers as appropriate. For example, intensive, interactive, qualitative procedures constituted the essence of the methodology for the case studies; also a significant component of the final year of the project was an intensive study of various "pockets of activity". An overview of the data collection procedures is presented in Figure 1; for specific details about samples, instruments, measures, procedures, selection and training of coders, and data analysis see Chapter 3 of the Final Report. In total, in addition to an extensive review of the literature, there were data from more than 150 classrooms each involving two observers, from more than 80 videotapes, 1100 student surveys and almost 1000 teacher surveys, some involving extensive responses. In addition, teachers and administrators participated in 195 interviews which resulted in more than 2000 typed pages of transcript, not to mention the journals, meetings and countless less formal activities. These data not only present an in-depth picture of the project; they also represent a significant commitment on the part of the participants.

TEACHER BEHAVIOR	Observations	Teachers in the Research Sample Observed Fall 86, 87, 88
	Interviews	Teachers in Research Sample Interviewed Fall 88
STUDENT OUTCOMES	Observations of At-Task Behavior	Students of Research Sample Teachers Observed Fall 86, 87, 88
	Perceptions of Classroom Climate Survey	Students in Grades 6, 9, & 12 Teachers in Grades 9 & 12 Administered Fall 86, 87
	Achievement Test Scores	Grades 3, 6 & 12 Fall 86, 87, 88
CONFERENCING BEHAVIOR	Videotapes of Supervisory Conferences	Research Sample Fall 86, 87, 88
PERCEPTIONS	Pre-Project Teachers and Administrators	Perceptions of Supervision & Eval. Administered Spring & Fall, 85
	Perceptions of the Model & District Policies - Surveys	Participants in Research Sample Administered Fall 86, 87, 88 Non-participants surveyed Spr. 88
	Stages of Concern Survey	Teachers in Research Sample Administered Fall 86, 87, 88
	Sense of Efficacy Survey	Teachers in Research Sample Administered Fall 86, 87, 88
IMPLEMENTATION & IMPACT OF CHANGE	Interviews	Project Administrators 86, 87, 88 Coaching Team 87, 88 Participants 88
	School Case Studies	Four Schools For Duration of Project Variety of Methods
	Pockets of Activity Case Studies	Six 'Pockets' Variety of Methods - Fall 88
	Informal Conversations	Various
	Analysis of Journals	Summaries of G-H & I-J Groups Coaching Team
	Informal Activities	Observations of Training Sessions Attendance at Meetings, Socials etc.

Figure 1: Data Collection Procedures

Evaluation of the Model

The discussion of the impact and effects of the Model for Teacher Supervision and Evaluation is presented in three sections:

1) the achievement of the goals of the Model -- the researchers' conclusions based on a synthesis of three years of research results from all data collection procedures,
2) factors which hindered or enhanced the successes of the Model -- again based on a synthesis of the research, and
3) research results related to the specific questions outlined in the research proposal.

Achievement of the Model's Goals

As stated earlier the administrators of the Model had established a number of goals which they hoped to achieve through the implementation of the Model. What follows are the researchers' perceptions, based on three years of data collection and analysis, of the extent to which each of these goals had been achieved.

A Defensible Supervision and Evaluation System

An Evaluation System. The development and implementation of an acceptable evaluation system was one of the most successful outcomes of the Model. Participants believed that the policies and procedures were clearly defined and understood, and they generally agreed with and supported the prescribed procedures. Although some administrators continued to 'drop in' to observe teachers, the notion of the pre-conference validated the teacher's right to request that the administrator and the teacher discuss the proposed observation beforehand. The cycle had become the expectation and the norm in teacher evaluations. To the extent that administrators followed the tenets of the Model -- a pre-conference, an observation focusing on areas identified by the teacher, and a post-conference -- teachers perceived the evaluation process to be less threatening, more data-based, more helpful and more fair than it had previously been. The belief that teacher evaluations had become more data-based and more helpful was supported by Central Office administrators' comments on

the detail and thoroughness of the evaluation reports that were being submitted.

A System of Supervision. With respect to whether a defensible *supervision* system had been implemented, the terminology and semantics become important. Teachers appeared to have distinguished between the concepts of supervision and evaluation in practical terms -- if a senior administrator was involved, the process was seen to be evaluation; if two teachers were involved it was supervision, or more accurately, peer coaching. After four years of implementation more than 80 percent of the teaching staff had participated in the training sessions, and a large number of those had participated in further advanced training. However, if one were to consider the Model simply to be the supervisory cycle as described, then the average number of cycles completed per year by all participants was not what had initially been anticipated, and variability was considerable, especially if we exclude from the number of cycles those conducted with an administrator (most often for the purposes of evaluation). Some teachers had completed only the cycle required as part of the research project; others had progressed well beyond expectations and completed as many as six or eight cycles per year; still others had developed creative ways of modifying the process while maintaining the principles of peer coaching and had taken the process well beyond its initial definition.

The issue of time was a difficult one and was addressed in considerable detail in earlier reports. Time was addressed both as a pragmatic, concrete, solvable problem, and as a measure of support for, or resistance to change. As a pragmatic issue there were the difficulties of busy people with fully committed schedules, of conflicting timetables, of preparing for substitute teachers, of working with other people's agendas. As a measure of support or resistance the issue was one of determining priorities. Although the School District made heroic efforts to provide substitute teachers and release time, and to provide whatever resources were needed, and even though some school administrators were willing and able to schedule observations and conferences, the reality of a teacher's daily life ensures that 'time' will remain a major hurdle in implementing change of this

magnitude.

One other issue militating against effective peer supervisory relationships was the nature of the partnerships. Where partnerships were formed for the sole purpose of participating in the supervisory cycle, they were often less than effective, either because the partners did not have similar interests or because one partner did not have the expertise the other was seeking. Partner changes and long time lapses between cycles also contributed to a less than effective supervisory system in some cases.

More Teacher Observations

A significant strength of the Model was that it encouraged teachers and administrators to take risks, and to a large extent it succeeded. It was apparent from every data source that classroom intervisitations were a common occurrence. In some schools teachers regularly visited each other's classrooms and some observations even occurred across schools. Clearly, teacher observations occurred more frequently in some schools than in others but the extent of the activity within the District was quite remarkable. It is a tribute to the Model administrators, and in particular to individual teachers and school administrators, that they were willing to expose their teaching, their pedagogy and their beliefs to their colleagues. Developing a trusting relationship in which one is willing to become vulnerable is a significant step in the professional development process, and it is our perception that a large proportion of teachers and administrators in this District have become willing to expose and share their teaching with colleagues. It is also our belief that we could not make that statement about many school districts.

Improved Teaching Performance

It is difficult to determine the extent to which teaching performance had improved as a direct result of participating in the Model. For those teachers in the research sample, their observed scores did increase slightly, but not significantly; they perceived that they were

identifying teaching strengths and areas for improvement, and considerably more teacher talk was focused on teaching. It is very likely that these improvements were at least partly a result of participation in the Model, but it is also possible that they resulted from participation in the research/evaluation project or simply from experience.

Students Feeling More Positive and Learning More

We had no measures of students' feelings except the classroom climate data which failed to show meaningful results. With respect to student achievement, as stated earlier, we were unable to demonstrate that students were 'learning more'. However, a number of teachers expressed the belief that their students were benefiting from their participation in the Model.

The Development of a Supportive, Sharing Culture and the Evolution of a Profession

These two goals are discussed together because they appear to us to be related. In our opinion the 'culture' of the Medicine Hat School District is clearly different from and more professional than many, if not most school districts, and we believe that much of its success is due to the Model. We cite the following in support of this statement:

- the number of teachers involved in the Model; more than 80 percent of the teachers have participated in training; another 30 were turned away in the fall of 1988,
- the large numbers of teachers who continued to attend sessions related to the Model on their own time, even after their training year was complete; for example, 52 teachers attended an evening workshop on using the Model with student teachers,
- the 'feeling' of camaraderie and the very considerable talk about teaching evident even at social gatherings,
- the District's approach to curriculum implementation and the number of teachers collaborating on implementation projects,
- teachers' responses to school evaluations; on a number of occasions teachers asked members of the school evaluation teams to follow the procedures of the Model when visiting their classes,
- the relationships among teachers, school administrators and Central Office staff; for example, members of the Coaching Team publicly suggested to the Superintendent how

the Model should proceed in the future,

- the positive atmosphere within Central Office and the obvious faith in the expertise and quality of the teaching staff as illustrated in the following comment by a Central Office administrator: "The Medicine Hat curriculum implementation process has gone past the jargon of empowering teachers; we *know* our teachers will assume that responsibility".

- the expressed willingness, even eagerness, to affiliate further with the University of Lethbridge, and to have "as many student teachers as you can send" placed in the Medicine Hat schools,

- the large number of teachers and administrators who attended the Alberta Leadership Academy, and various workshops by outside experts,

- the large number of teachers and administrators who met regularly and frequently as the Project Steering Committee to guide the implementation of the Model,

- the obvious dedication of the Coaching Team to the principles and procedures of the Model and their commitment to practice,

- the evolution of the language used to describe supervision and evaluation, and finally

- the 'sense' in many of the schools that occurs when teachers clearly know what each other is doing, when they are comfortable in each other's classrooms and when they collaborate on a regular basis.

A comment expressed by a member of Alberta Education on a visit to Medicine Hat in January of 1989 summarizes the previous statements; he suggested that change of this nature usually requires a minimum of from five to six years, with the median being closer to 10 to 15 years. Experiencing change within three years is "like a jet".

In summary, many Medicine Hat School District schools exemplified most, if not all, of the characteristics of schools considered by Little (cited in Howey & Vaughan, 1983) to distinguish schools successful in implementing change from those which were less successful. The following are examples:

a) "teachers engaged in frequent, continuous and increasingly concrete and precise talk about teaching practice" (Howey & Vaughan, p. 107). There was evidence of this characteristic from the interviews, the videotapes of conferences and from formal and informal interviews.

b) "Teachers and administrators frequently observed teaching" (p. 107). Evidence for this behavior was obtained from observations, surveys and interviews.

c) "Teachers and administrators planned, designed, researched and evaluated, and prepared teaching materials together" (p. 107). This was becoming increasingly obvious in Medicine Hat, particularly as evidenced by the increasingly successful collaboratively planned curriculum implementation projects.

d) "Teachers and administrators teach each other the practice of teaching" (p. 107). This was an area just beginning and was targeted for further action.

Factors Enhancing or Hindering Success

Throughout the three years of this research/evaluation project it has become apparent that, although the Model has had a significant positive impact on the District as a whole, within individual schools and among individual teachers, there were clearly some situations in which it was more effective than in others and in which effects were far more obvious and more entrenched than in others. We have identified from our research a number of factors which appear to have been most influential in enhancing or hindering the success of the Model. These are discussed within three categories: 1) contextual factors, 2) individual factors, and 3) factors relating to the Model itself. These are diagrammed in Figure 2, but it must be understood that each of these factors interacted with each of the other factors within and across categories, and it was the particular configuration of these factors, and probably others, that determined the extent to which the Model was successfully implemented.

Contextual Factors

The context in which teachers work plays a major role in the degree to which they accept or reject a significant intervention in their working lives. Among these contextual factors which appeared to influence the Model's success were the historical context, the culture of the school and the District, characteristics of the school staff, and school schedules and timetables. For example, a transitional characteristic of one of the schools was the adjustment to a new administrative team. The school was a relatively new one where the first principal had been appointed to the school before it was built and was allowed to select the staff who would teach in the school. Once that team was in place it remained fairly stable for the first few years of operation. When a new administrative team was appointed a period of adjustment was required to allow the staff to acquaint themselves

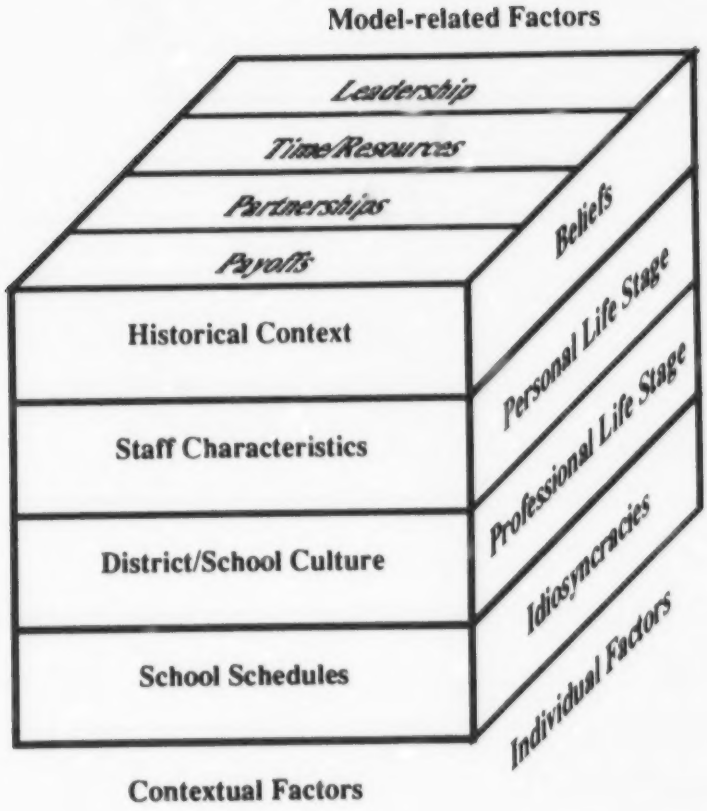

Figure 2: Factors Influencing Success of Model Implementation

with a different administrative philosophy. The Model was introduced into the school while that transition was still in progress. Although it is impossible to assess the effects of this on the impact of the Model in the school, it is accurate to say that this change in administration just before the introduction of the Model was a part of the historical context and culture of the school in which the Model was injected and played a role in the way in which the Model was received, viewed and implemented.

The characteristics of the school staff played a similar role. In some schools members of the teaching staff had been teaching in the school for a number of years and by virture of their longevity had assumed leadership roles within that school. Their receptivity to the Model and their willingness to integrate the goals of the Model into their own practice became key to the success of the Model in that school. Thus the involvement and support of key people in the school was critical. In schools where the staff had been together for some time and had developed both a social and a professional relationship, the implementation of the Model appeared to be considerably smoother.

A further contextual variable was the influence of school timetables and schedules on the implementation of the Model. In one school, staff involvement in supervision and extracurricular activities was such that it was very difficult to find sufficient time to meet collegially to even begin discussions about the Model. Regardless of the willingness of the staff to participate, the scheduling in the school made the implementation of the Model virtually impossible, to the extent that a fundamental restructuring of the school day might be necessary before the Model could be effectively implemented.

Individual Factors

As individuals within a particular context, each teacher's beliefs -- about the purposes and structure of the Model, about the motives of others, about the autonomy of teachers, about supervision and evaluation -- played a role in the degree to which they were

receptive to the notion of the Model in the first place, and in the commitment they were willing to make. Teachers' personal and professional life stages were also factors. For example, a young teacher with many family commitments found the scheduling of after-school events very difficult; an experienced teacher who was close to retirement saw little reason to participate. Similarly, some teachers who had considerable related training or experience with supervision models did not perceive a need for strong commitment to the Model. Individual personality traits and interpersonal relationships were also factors that influenced the implementation of the Model.

Model-Related Factors

Perhaps the major factors identified from our research as contributors to the success or failure of the implementation of the Model were those related specifically to the Model itself. These factors are those which impact on most major change efforts, and because these appeared to be so critical they are discussed individually.

Leadership. In our opinion leadership was the single most influential force in the implementation of the Model. Leaders, in some cases single-handedly, thwarted or enhanced the success of the Model. Leadership appeared in various forms: as behaviors, either overt action or simple lack of interest, which presented obstacles to those who wished to participate in the Model; as rhetorical support for the Model where persons professed support, but where actions were not congruent with the rhetoric; as real support in the form of allowing and encouraging participation; and finally, as direct promotion of the Model through modelling and full participation, or timetabling activities to ensure participation, or even substituting in a teacher's classroom so he or she could observe or conference -- in short, demonstrating congruence between words and practice. Leaders were not necessarily administrators, although without at least verbal support from the school administrators, it was difficult for teachers to assume the leadership role. Nevertheless, in those schools or situations in which the Model, or a variation of it

flourished, someone had assumed a leadership role in the sense of modelling, organizing and in every sense facilitating the process.

Leadership at the District level was also a significant factor in the success of the Model. The Central Office personnel provided far more than the financial resources required for an innovation of this nature; they provided leadership in the most positive sense of the word. In addition to the very substantial and basic support in the form of release time, the provision of substitute teachers, and the provision for regular and ongoing training and practice sessions, the District administrators demonstrated their commitment to the Model in countless other ways -- from sponsoring recognition banquets and publicly praising and rewarding the participants, to actually substituting in classrooms to allow teachers to observe and conference with each other. Their belief in the process of the Model and in the benefits of collegial supervision, and their trust and faith in their teachers was obvious and genuine. This type of committed leadership also appeared in the Steering Committee, in the Coaching Team and in the various 'pockets' and schools where there was significant activity.

To paraphrase Little (cited in Howey & Vaughan, 1983) successful school relationships and activities are enhanced in powerful ways by the perspectives and practices of leaders. Although Little was speaking specifically about principals, his comments apply equally well to all leaders who contribute to successful change by: "*announcing and describing* expectations for collegial and experimental work . . . , *modelling or enacting* the desired behavior . . . , *sanctioning* the announced and modelled behavior in the allocation of resources . . . , [and] *defending* the norms thus established" (p. 108).

Time and Resources. The issue of time has been raised in virtually every chapter of this report and in earlier interim reports. What teachers seemed to be saying was that the success of the Model required the time to be able to implement its goals. Resources needed to focus on providing that time to the teachers and administrators. In many cases this necessitated supporting teachers in ways which they determined were best suited to their

needs. The lack of time to implement the Model was also a reflection of a larger issue about the working reality of classroom teachers. This seemed to be more obvious at the elementary level where many of the comments made reflected the very busy schedules and heavy teaching loads of many of the teachers. The success of the Model seemed to depend in part upon developing a perception that this was not something which would be added on to already busy schedules, but rather that it must be incorporated into exisiting routines.

Partnerships. Partnerships were originally established between administrators and teachers, resulting in an early perception of the Model as evaluative rather than collegially supervisory in nature. The shift in this perception to supervision was gradual and occurred as more collegial pairings were established. The formal establishment of partnerships also neglected or negated in some ways the number of informal partnerships which were in existence. A number of teachers indicated that much of what the Model tried to do in a formal sense was already being done in an informal setting through the cooperative and collaborative work of various groups in the schools. Some found it difficult to shift their informal supervisory practices to what they perceived to be the more formal setting of the Model. Finally, where partnerships were created out of mutual need or respect or common interests, they appeared to be more successful.

Payoffs. Critical to the Model was the need by all those involved to see the benefits of their investment to themselves as practising teachers. For those who were already engaged in collegial supervisory practices with colleagues, the Model supported their own empowerment and rewarded their professionalism with acceptance and recognition. Attention to their teaching practices was welcomed, encouraged and supported both by administration of the school and by the District.

Some teachers who were experiencing difficulty with their own practice were able to use the Model as a vehicle for obtaining the assistance and support they required to overcome their difficulties. The Model provided the framework to discuss needs in a professional context and gave the tools with which to analyze practice and establish

alternatives.

The Model needed to be seen as beneficial to the working reality of each of the participants and as something that would help them with their own teaching and learning. The benefits needed to be viewed in this context and although the political advantages of recognition dinners and the like were important, the major variable was the extent to which participants could see the Model as helpful to their own day to day teaching practice. Critical to this seemed to be the role of the Coaching Team. The Team allowed other teachers to see that the direction of the Model rested with colleagues who focused on classroom practice and peer coaching as the future direction for the Model.

Results of Specific Research Questions

Impact of the Model on Teacher Behaviors

Generally, for all groups of participants over all three years, the teachers' skill scores were relatively high. The observers frequently mentioned the excellent quality of teaching they were observing. It also appears that overall, the observed skill scores of the teachers in the project did increase over the three years of the project. Figure 3 presents the scores for those teachers who had been observed each year. Although teachers' scores may have been expected to increase simply with greater experience there is at least some indication that the longer teachers had participated in the Model, the higher their observed teaching scores. Not surprisingly, however, observations of teachers' and students' behaviors identified little measurable statistically significant change; none of the increases was statistically significant. Also, fluctuations in teachers' scores were apparent over the duration of the project; for example, all scores for the A - D group had increased in the second year of the research/evaluation project whereas scores for the E - F group had decreased. This trend was not apparent in the final year of data collection; in fact, E - F scores were the highest in the final year.

There were a number of possible reasons why there were not more obvious

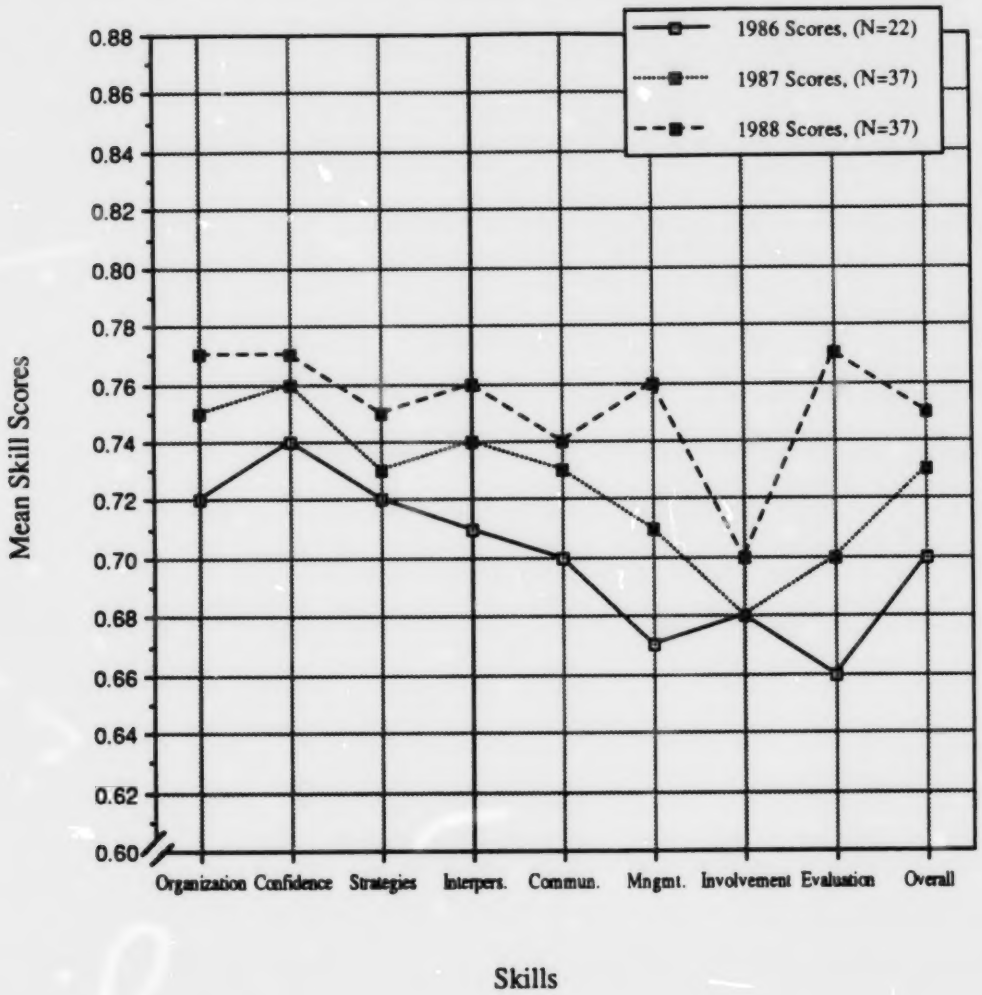

Figure 3: All Participants' Observed Skills Scores Over Time

changes in teacher behavior. One reason is methodology -- the nature of the observations, the data collection instruments, and the changing sample. Similarly, the nature of the particular class observed affected the ratings. Another possible explanation is that as teachers try new strategies and take new risks, scores on traditional measures of teaching are unlikely to increase.

Teachers' perceptions were that their teaching behaviors had changed somewhat. They indicated that they had identified a number of teaching strengths and areas for improvement through participation in the Model and they expressed a desire to learn more about the more difficult and complex teaching behaviors.

Overall, teachers' perceptions of the impact of the Model on their teaching behavior ranged from "very positive" to "not much of an impact". There was a sense of greater reflection about and appreciation for what happens in classrooms and the complexities of teaching. More specifically, some teachers believed that their awareness of classroom management, of the learning-teaching process, their personal teaching styles (strengths and weaknesses), lesson structure, and the effect on the children in the classroom had been enhanced.

Impact of the Model on Student Achievement and Behaviors

Student Achievement . Improvement in student achievement as measured by results on standardized achievement tests was impossible to demonstrate. That is not to say that student achievement did not improve, but that our measures were not sensitive enough to identify improvement. To establish a direct causal link between an intervention with teachers and measurable student outcomes is difficult at best, but is virtually impossible in a situation in which, although the teachers remained more-or-less constant from year to year, their students were different every year. Also, standardized achievement tests measure achievement in preceding years as well as in the year being tested, and the students being assessed may have been with the particular teacher in the research sample

only briefly in the Model.

Students' On-Task Behaviors. The proportion of students' on-task behavior appeared to be relatively high and stable over the duration of the project. There appeared to be no significant differences among the classes of teachers in the different training groups or over the three years of the research, in the proportion of class time students were observed on-task. Delay time (time between scheduled and actual class starting time) did show some decrease from the first to the second year of the project, particularly for the A - D group of participants.

Students' Perceptions of Classroom Climate. Students in general perceived the climate of their classrooms very positively. Although there was considerable interesting information resulting from the administration of the classroom climate surveys, there was no apparent change over time, or according to the length of time their teachers had been participating in the Model. This is an area which could lead to profitable research activity.

Impact of the Model on Conferencing Behaviors

There were some noticeable changes in participants' conferencing behaviors over the three years of the research/evaluation project. In some cases the changes were idiosyncratic and situation specific; other changes were more generalized. First, the self-reported number of supervision cycles completed by all participants had increased to an average of approximately four per year. However, the mean was inflated by the number of observations made by the A - D group, most of whom were administrators, and there was considerable variability among the participants. The content of the conferences appeared, even after three years, to be focused primarily on behaviors relating to questioning skills and students' on-task behavior, partly perhaps as an effect of the training and of the research/evaluation project. There were some attempts to move to more varied and complex teaching behaviors in the third year.

The nature of the conferencing behaviors appeared to have changed in directions

promoted by the Model (see Figure 4). For example, as indicated in Category 1 in Figure 4, supervisors in the third year spent a significantly lower proportion of the conference than did an untrained group of supervisors, in providing supportive behavior (there appeared to be less need for supportive behavior when teachers' opinions were being valued). They spent significantly more time providing solicited information (Category 5) and less time providing unsolicited suggestions (Category 8). Over the three years of the research/evaluation project there was a change in the ratio of supervisor providing information to teacher analyzing information, from 2:1 in 1987 to 1:1 in 1988. There was a significant increase in the supervisor accepting or using the teacher's ideas and in the teacher accepting or using the supervisor's ideas.

The analyses of data from an untrained group of teachers and from three years of videotaped conferences indicate that the Model did have an impact on the supervisor and teacher conferencing behaviors. The major changes over the various measures involved a shift from the supervisors, on their own, deciding what would be observed and recorded and then imposing a judgement on the teacher, to creating an environment in which the teacher was an active participant in the determination of what would be observed in a classroom visit by a supervisor and then accepting a major responsibility for analyzing the meaning of the data and the alternatives to be pursued.

The videotaping of supervisory conferences was a time-consuming and occasionally threatening activity for the participants. Over the duration of the project approximately 80 videotapes were analyzed, each involving two persons. That in itself represents a significant commitment. The changing nature of the conferences represents a significant and positive effect of the Model.

Implementation and Implications of the Model

Participants' perceptions about how the Model was introduced to the system appeared to be somewhat hazy. In the very early stages of implementation feelings of inclusion seemed to

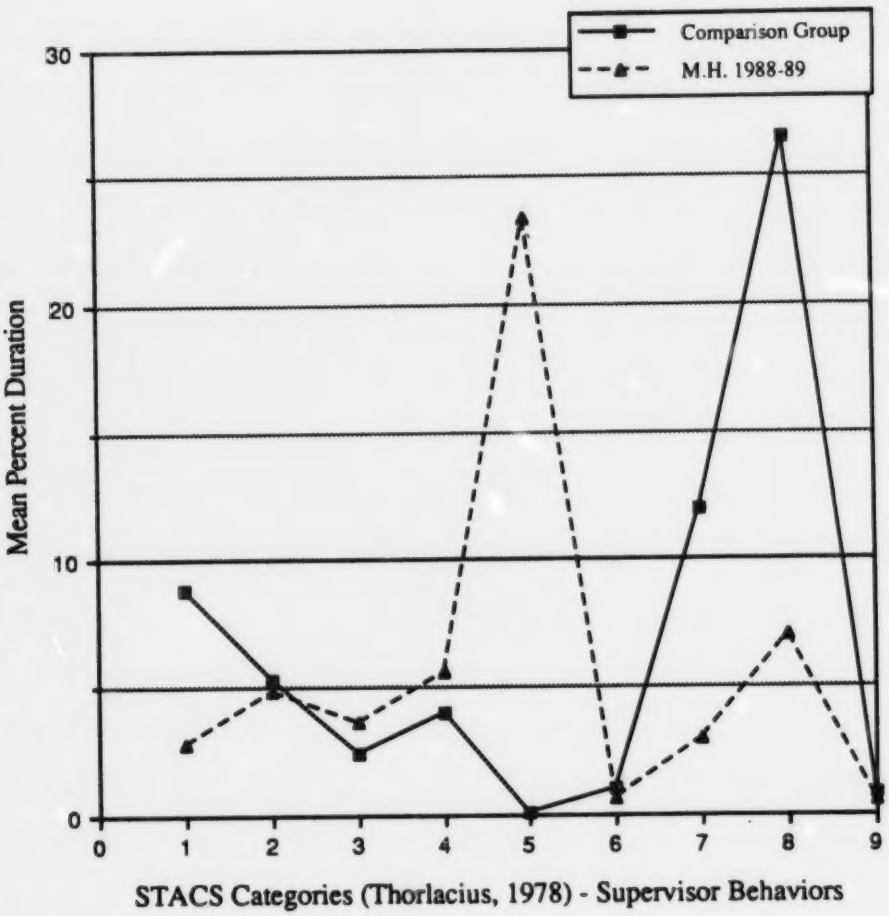

Figure 4: Percent Duration of Supervisor Conferencing Behavior Comparing an Untrained Group to Medicine Hat 1988-89 Participants

* Legend:
1: Supervisor Supportive Behavior
2: Supervisor Accepts or Uses Behavior
3: Supervisor Solicits Information
4: Supervisor Solicits Opinions or Suggestions
5: Supervisor Provides Solicited Information
6: Supervisor Solicits Opinions or Suggestions
7: Supervisor Provides Unsolicited Information
8: Supervisor Provides Unsolicited Suggestions
9: Supervisor Non-Supportive Behavior

be related directly to the extent to which persons felt they were informed about the Model. As teachers became more involved, while there was considerable anticipation, there was also a feeling from some of something having been imposed upon them. There is considerable research in the literature on change and innovation that discusses whether the implementation of a new project is more effective when it is initiated and imposed 'from the top' or when it emerges from the grass roots. We believe that the issue is not whether an innovation is imposed from the top or whether it emerges from the roots, but is rather one of communication. An idea that begins with teachers is doomed to fail no matter how much support it has from the roots if the administration does not support the idea or provide the resources necessary for its implementation. Similarly, when an idea or project begins at the top and does not include teachers in the planning, an inordinate proportion of energy and resources will be expended on encouraging participation, obtaining commitment, on trouble shooting and dealing with negative perceptions, lack of interest or outright sabotage.

Although the stimulus for the Model for Teacher Supervision and Evaluation in the Medicine Hat School District originated with school administrators, the perception was that the Model was developed and initiated at 'the top'. Also, those most deeply involved and those invited to be the initial participants in the project were administrators. Teachers were invited to participate during the early stages and in fact the A - D group was approximately 50 percent teachers; nevertheless their perception was that they were participating in a different capacity than the administrators. While the decision to focus on administrators initially may have been appropriate and perhaps even necessary, it may have been costly in terms of people energy and resources.

Once the decision was made to expand the Model to all school personnel, however, the District moved quickly to include a number of teachers on the Steering Committee, and to invite and encourage teachers to participate in the second phase of the project. Since that time teachers and administrators have been involved at each step of the implementation;

communications occurred directly between the Central Office administration and staff members. Further, when the decision was made to transfer the training component to school district staff, the members selected for the Coaching Team were primarily teachers; that is, even though four of the six had administrative responsibilities, their primary responsibility was as teacher. As the Model evolved, in some schools groups, pairs or teams of teachers gradually assumed ownership of the process, and although significant numbers of teachers were not participating in the supervision cycles, 'the Model' had become a well-established part of the District culture.

Thus, although the Model was conceived initially in the minds of teachers and administrators, it was implemented by Central Office personnel who provided the training, the resources, the incentives and the expectation of participation. This would appear to be an excellent example of Grimmett's (1987) conclusions that:

> The desirable mix to bring about school improvement seems to be one of decisive central office initiatives either in favor of specific programs or school-based staff development along problem-solving lines, together with ample provision of structured support and technical assistance for the program or process decided on by the district. . . . What is needed is top -down pressure and support for bottom-up involvement [and] . . . a perceptive sense of timing when to switch (pp. 27-28).

The other major results pertaining to this particular research question have been adddressed earlier under the heading 'Achievement of the Model's Goals'.

Future Directions

We believe that the Model for Teacher Supervision and Evaluation is sufficiently integrated within the Medicine Hat School District that even if all the supports were to be withdrawn, teachers would not return completely to their 'pre-Model' levels of intervisitations, conferencing, evaluations and so on. However, like other large implementation projects it would in all likelihood fade without continued support and nurturing. In this section of the report we suggest possible strategies for celebrating and furthering the successes of the Model, for capitalizing and expanding on areas where success is just beginning, and for

nurturing other areas where there has been less involvement. We also provide suggestions for other school districts, for Alberta Education and for further research.

Recommendations for the Medicine Hat School District

Celebrating Successes

Major successes of the Model for Teacher Supervision and Evaluation, in our view, include the development and implementation of a workable and generally well-understood and accepted system of teacher evaluation, the development and evolution of a team of teachers and administrators who have assumed significant leadership roles in the District, the very high level of teaching observations and intervisitations that occur between and among teachers, the evolution of a District culture that values teacher expertise and supports teacher initiatives and in which teachers feel safe enough to risk exposing their teaching to others, and some 'pockets' where individuals have progressed beyond intervisitations and conferencing to metacognition and reflection and in which they have expanded the Model well beyond its initial parameters.

In order to ensure that these exciting initiatives and successes continue to flourish we suggest:

1. that resources continue to be allocated to allow initiatives such as these to continue,
2. that inservice for adminstrators who conduct evaluations be maintained, to reinforce the value of pre-conferencing and to help administrators move toward greater teacher control during the conferencing process,
3. that pairings and groupings between and among schools be encouraged and facilitated,
4. that District-wide meetings and collective sharing opportunities be promoted,
5. that there be public recognition and celebration of activities such as these, not only for the District as a whole, but to recognize specific activities or groups of people, and
6. that participants be encouraged to document their experiences, through autobiographic, multimedia, or case study approaches, and to share these at staff, District or other gatherings.

Capitalizing on Beginnings

There are several situations in which many good things are happening but where participants have not truly assumed ownership of the process, where they continue to require external motivators to encourage their participation, or where they appear to have reached a plateau in their development. Prominent among these are the peer supervision or coaching process for most participants, and the impact of the Model on actual classroom practices and student learning. Many teachers, although they may observe each other frequently, are unclear about how to work with each other in a helping relationship. It is in this category -- when teachers believe that there is something worthwhile to be done but are not sure of what it is or how to go about it -- that issues of time, of partnerships, of leadership and of commitment become critical. Therefore, we make the following suggestions to further the process of peer supervision and its impact on classroom teaching:

7. that peer supervision be maintained as a high priority; this seems to be where the most immediate and beneficial rewards are felt by the teachers,

8. that teachers choose partners with whom they have common interests and with whom they would like to work, and that together they develop a plan for their participation,

9. that a series of workshops be provided on teaching strategies dealing with areas identified by the teachers, that go beyond the relatively comfortable areas of questioning and time-on-task,

10. that administrative mechanisms for overcoming issues of time be explored; for example, rather than provide substitute teachers, have extra staff (or long term substitutes) who completely take over a semester course or elementary subject for a number of units,

11. that consideration be given to altering school timetables where necessary to facilitate observations and interactions among teachers and administrators,

12. that staff pairs or groups be rotated through 'peer supervision semesters' in which concentrated work with the Model can be carried out. Perhaps teachers would be required to go through a peer supervison semester once every three or four years, depending on resources,

13. that persons who have a strong commitment to the principles and practices of the Model be assigned to leadership positions in the District and in schools, and

14. that consideration be given to developing a different, less hierarchical language to

describe what is being attempted in the District (for example, the notion of supervision continues to imply a vertical relationship).

Nurturing the Possible

There appear to us to be at least three areas into which the Model could productively be expanded and all of these are currently being explored by the District. The Model has already been expanded into the area of the implementation of new curriculum initiatives, and discussions are currently underway to move into the areas of administrator evaluation and the involvement of preservice student teachers. Two other issues are those relating to 'uninvolved' teachers and those relating to the last of the three components required in a successful peer supervision model, that is, reflection or metacognition. We suggest the following in these areas:

15. that the District collaboratively evolve a policy and a mechanism for using the Model to evaluate and assist administrators,

16. that the District and the University of Lethbridge Faculty of Education collaboratively evolve a mechanism for using the Model to supervise and assist student teachers,

17. that continued emphasis be placed on assisting participants to develop skills of reflection, to critically assess their own and their partner's teaching and to progress beyond the phase of description to that of metacognition,

18. that those few teachers who clearly do not wish to participate in the processes of the Model be provided with opportunities to see the Model in practice so that they may come to a different sense of how the process may be beneficial to them.

Advice to Other School Districts

Our experience with the evaluation of the Model for Teacher Supervision and Evaluation suggests to us that if other districts wished to implement change of this nature, there are a few 'non-negotiables' required for even the possibility of success. Briefly, these are:

1. teachers must be involved very early in the planning of any implementation; this is not to say that the idea must originate with teachers, but that they must be full participants from the beginning,

2. the District must be prepared to commit significant resources to the undertaking, in terms of time, money and personnel,

3. the implementation plan must be long-term; while short-term goals are important, it is

necessary to realize that change of this nature requires a commitment of several years,

4. the leaders of the project must be committed in word and in action; they must serve by example rather than by rhetoric,

5. it is essential to gain the support of the School Board and the public; public relations are important,

6. it is important to 'take the high ground'; energies should be focused on committed leaders and their belief in teachers' expertise should be genuine.

Suggestions to Alberta Education

Four items come to mind when we consider the role of Alberta Education in this project. First, of course, is gratitude for providing adequate resources to conduct a comprehensive evaluation of the Model. Second is the difficulty of providing conclusive evidence for the success of such a complex project in just three years. While three years appears to be a considerable length of time, it is a very short period in which to create and demonstrate District-wide change that becomes an integral part of a teacher's day to day reality. Given the resources committed to both the implementation and evaluation of the Model and its success as documented in this report, it would appear to be sensible to conduct a follow-up evaluation at some future date, perhaps in two years.

A third item is the design of the research/evaluation project. It has become increasingly apparent from this study and others that students' scores on standardized tests are difficult and expensive to obtain in a manner that provides meaningful interpretations, and that they assume a narrow definition of student learning. In future research projects perhaps alternative or additional measures of student learning would be more appropriate. Similarly, observing a classroom teacher once a year to assess change in teaching behaviors is extremely expensive and time consuming and provides questionable data. In our view it would be more appropriate to select a small sample of teachers and/or schools and conduct intensive, frequent observations along with other data collection procedures.

Finally, as this research project unfolded and as it came to an end a number of questions remained unanswered and a number of other questions arose. Some of these

might profitably be addressed in future research studies, sponsored by Alberta Education and/or through the collaboration of the Medicine Hat School District and other partners such as the University of Lethbridge.

Suggestions for Further Research

Some of the following projects require minimal resources; others would require major funding.

1) The impact of the Model on classroom teaching and student learning has not been adequately addressed. Future research might select a small group of teachers and students for more intensive study using a variety of research methods.

2) The classroom climate measures identified some interesting themes. It would be worthwhile to explore these with teachers and assess their impact on students.

3) A follow-up study on the changes in the Model, the impact of the evaluation report, and the effects over time would appear to be essential.

4) Several studies appear desirable on specific aspects of the Model; for example, the curriculum implementation proposals, effects on the Coaching Team, personal stories of individuals involved in the Model, longitudinal case studies of particular schools, and studies involving collaborations between, say, a "successful" and a less successful school.

5) It would appear that, given the successes of this project, others similar to this might be attempted (perhaps on a smaller scale) in other Districts.

Concluding Statement

A research report such as this does not convey the exuberance, enthusiasm and excitement that accompanied the implementation of the Model for Teacher Supervision and Evaluation in the Medicine Hat School District. Nor does it capture the individual commitment, the risk-taking, and the energy devoted by countless participants. In our view the Model for Teacher Supervision and Evaluation in the Medicine Hat School District is one of the most ambitious, exciting and successful ventures attempted by a school district of this size. Certainly the Model cannot claim 100 percent success; nor is it ever likely to because of its evolving nature. Nevertheless, even in three short years, the Model has had a significant, demonstrable positive impact on the District's teacher evaluation system, on peer supervision, on teachers' behaviors and perceptions, and on the District culture. Clearly the Medicine Hat School District is a district with a vision and an implementation strategy, and other school districts who wish to implement significant change could find no better model.

"We shall not cease from exploration
and the end of our exploring
will be to arrive where we started
and to know the place for the first time."

T.S. Eliot: *Four Quartets*

REFERENCES

Greene, M. L., Butt, R. L., Fisher, M. E., Loewen, P. S., Pollard, M. J., Purvis, C. R. & Whitehead, R. G. (1989). *The Evaluation of the Medicine Hat Model for Teacher Supervision and Final Report.* Lethbridge, AB: The University of Lethbridge.

Grimmett, P. (1987). The role of district supervisors in the implementation of peer coaching. *Journal of Curriculum and Supervision, 3,* 3-28.

Hall, G., George, A. A. & Rutherford, W. L. (1979). *Measuring stages of concern about the innovation: A manual for use of the SOC questionnaire.* Research and Development Center for Teacher Education, The University of Texas, Austin, TX. Report No. 3032.

Helms, D., Graebner, A., Caldwell, J. & Huit, W. (1981). *Leader's guide for student engaged time.* Philadelphia, PA.: Research for Better Schools.

Thorlacius, J. M. (1978) The supervisor-teacher analogous categories system (STACS): A system for analyzing supervisor-teacher supervisory conferences. *Challenge on Education Administration, XVII* (1,2,3,4), 77-90.